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2014 Mathematics Primary Adoption

K-12 California's
Common Core
Content Standards for
Mathematics

Adopted by the State Board of Education January 16, 2013

(PLACEHOLDER FOR FINAL
PUBLISHED VERSION)

**Reviewer Training
Day 1
June 18, 2013**

Prepared by the Curriculum Frameworks and
Instructional Resources Division
California Department of Education
April 2013

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Welcome and Introductions

Lupita Cortez Alcalá
Deputy Superintendent, Instruction
and Learning Support Branch

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Introduction of CDE Staff

Thomas Adams

Executive Director of the
Instructional Quality Commission
and Director of the Curriculum
Frameworks and Instructional
Resources Division

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Introduction and Role of the Instructional Quality Commission

[Commissioner Name]

Chair, Instructional Quality
Commission

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Introduction of Reviewers

[Commissioner Name]

Chair, Mathematics Subject Matter
Committee

Instructional Quality Commission

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Administration of the Oath of Office

Karen Stapf Walters

Executive Director, State Board of
Education

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Bagley-Keene

Open Meeting Act
Government Code Sections
11120-11132

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Tom Torlakson, State Superintendent of Public Instruction

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Bagley-Keene IMRs/CREs

- You are here as an Instructional Materials Reviewer (IMR) or Content Review Expert (CRE), and as such are a member of an ad hoc advisory group appointed by the State Board of Education.
- You are held to the Open Meeting Act.

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Bagley-Keene Open Meetings

All IMR and CRE meetings:

- Are **open** to the public
- Are publicly **noticed** at least 10 days in advance.
- Include a period for public **comment**.

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Bagley-Keene Public Participation

- General public may monitor and participate in meetings
- Public can speak during the public comment period
- Public may record and broadcast meetings
- Public has access to all records

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Bagley-Keene Publicly Noticed Meetings

- Ten-day advance notice
- A meeting is 3 or more IMR/CRE panel members in conversation:
 - in person
 - by telephone
 - by video-conferencing

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Bagley-Keene Serial Meetings

- A serial meeting consists of a conversation between two members that is relayed to a third committee member:
 - in person
 - via email
 - via telephone
- Serial meetings are not permitted under the Bagley-Keene Open Meeting Act.

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Bagley-Keene Reminders

- Bagley-Keene is intended to ensure the work of government is open and fair.
- Open meetings are good meetings and the hallmark of a healthy democracy.

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Reminders

- Although not part of Bagley-Keene, here are some helpful hints.

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What you can talk about

- Non-agenda topics or topics not related to the adoption.
- Other issues in education that are not part of the agenda.
- If you are not sure, ask first. We are here to help.

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Talking with the Public

- As a private citizen, you may discuss your work with your family, colleagues, and friends.
- Do not talk about your evaluation of the program with anyone until you come to deliberations.

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Talking with the Public

- Please do not speak for other members.
- Please do not talk about the adoption process until after the State Board takes its final action on the adoption in March 2014.

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Talking with Publishers

- CREs and IMRs shall not discuss any program(s) under consideration with publishers.
- You will have an opportunity to ask publishers questions at a prescribed time during this training and during the September deliberations.

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Talking with Publishers

- You may meet with publishers in the normal course of your work, but cannot discuss the program materials under review.
- You are required to report any inappropriate contact from publishers to the CDE.

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Administrative Matters Forms

- Payee Form
- Reimbursement Form
- Expense Claim Worksheets (to be completed and sent in later)

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Administrative Matters Forms

- Form 700 – Conflict of Interest
- Ethics Orientation Certificate of Completion
- Panel List – confirmation of shipping address

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Administrative Matters

- Local Education Agencies:
Substitute Reimbursement
Contracts

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Overview of the Agenda and Training Materials

[Commissioner name]

Vice Chair, Mathematics Subject
Matter Committee

Instructional Quality Commission

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Overview of the Agenda and Training Materials

DAY 1

- Overview of the Adoption Process
- Adoption Work Plan
- Overview of the Common Core
- Program Materials Arrive
- Independent Review – Education Content Review
- Deliberations
- After Adjournment: Brief Meeting with Content Review Experts and Publishers

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Overview of the Agenda and Training Materials

DAY 2

- Education Content Review and Deliberations – Criteria Categories 1, 2, 5, 6
- Education Content Review – Criteria Category 3

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Overview of the Agenda and Training Materials

DAY 3

- Deliberations – Criteria Category 3
- Education Content Review – Criteria Category 4
- Social Content Review

DAY 4 (Various Rooms)

- Publisher Presentations

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Training Binder Contents

Organized by Tabs:

1. Agenda and PowerPoint Handouts
2. Open Meeting Act
3. Common Core State Standards for Mathematics
4. Evaluation Criteria
5. Standards Maps

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Training Binder Contents

6. Criteria Maps
7. Practice Piece
8. Social Content
9. Reviewer Information
10. Deliberations
11. Publisher Bulletins
12. Other Information

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Overview of the Adoption Process

The final decision for adoption of materials lies with the State Board of Education.

For this adoption three types of programs will be considered:

- Basic grade level (K–8)
- Algebra 1
- Mathematics I

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Statutory Changes (Senate Bill 1200)

- State Board action: January 16, 2013
- Changes to the California Additions to the Common Core State Standards
- Algebra 1 Course Consistent with Appendix A of the CCSS

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Statutory Changes (Assembly Bill 1246)

- Authorized mathematics adoption
- Categorical flexibility funding
- Update sufficiency requirement
- Eight-year cycle for all subjects

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Statutory Changes (Assembly Bill 1246)

- Mid-cycle updates
- Replace "30 months rule"
- IMFRP repealed
- Local option to use non-adopted materials

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The Adoption Process

The Steps of the Instructional Materials Adoption Process

The instructional materials adoption process involves three concurrent reviews:

1. Education content review
2. Social content review
3. Public review and comment

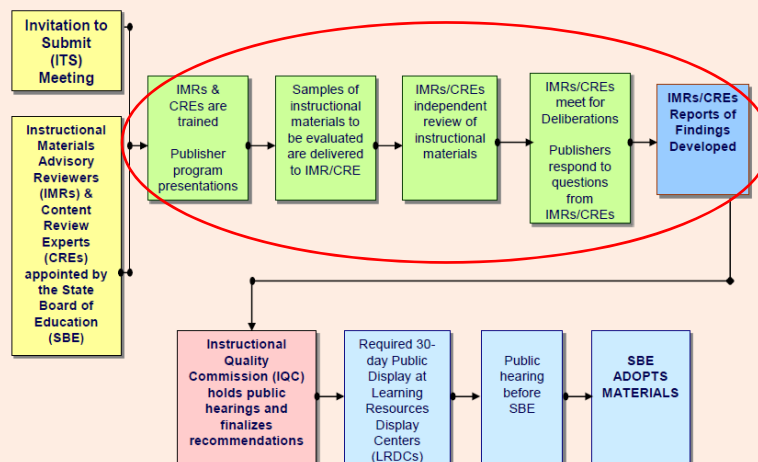
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INSTRUCTIONAL MATERIALS ADOPTION PROCESS

This flowchart shows the sequence of major components of California's Instructional Materials Adoption Process. From the time samples of programs are submitted by publishers for evaluation, approximately six months elapse before final adoption action is taken by the State Board of Education.



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Education Content Review

Review Process

- **Criteria**

The education content review is based on specific evaluation criteria. The criteria, like the frameworks, are developed by the IQC and adopted by the State Board.

- **Reviewers & Content Experts**

Following a statewide recruitment and review of applications, the IQC recommends and the State Board appoints the Instructional Materials Reviewers and Content Review Experts.

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Education Content Review

Content Review Experts (CREs)

CREs are scholars and recognized subject matter experts who review materials according to the first category of the evaluation criteria, Mathematics Content/Alignment with the Standards, to ensure that the materials are accurate, adequate in their coverage, and are based on current and confirmed research.

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Education Content Review

Instructional Materials Reviewers (IMRs)

A majority of IMRs are teachers. At least one teacher will have experience in providing instruction to English Learners, and at least one teacher will have experience in providing instruction to students with disabilities. Other IMRs may be administrators, parents, local school board members, teachers not described above, and members of the public.

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Social Content Review

IMRs and CREs

Reviewers evaluate materials for compliance with the requirements for social content established in statute and State Board policy. The social content review takes place concurrently with the review of instructional materials submitted by publishers for educational content.

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Public Review and Comment

Public Display of Materials; Public Hearings

- The adoption process ensures that the public has the opportunity to review and comment on resources considered for State Board adoption.
 - Materials available for public review at the Learning Resources Display Centers (LRDCs)
 - Written comments are forwarded to the review panels, the Instructional Quality Commission, and the State Board
 - Three separate public hearings held prior to adoption

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Public Review and Comment

Web Posting of Student Materials

- **NEW:** Digital versions of materials “intended for student use” must be posted online and made available to the public during the review process (5 CCR 9523)
- Publishers must provide a URL to those materials to the CDE
- Items must be posted and links sent to CDE no later than the sampling deadline of July 5, 2013

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Adoption Work Plan

- Step 1: Training
- Step 2: Program Materials Arrive
- Step 3a: Independent Review (Education Content)
- Step 3b: Independent Review (Social Content)
- Step 4: Deliberations and *Report of Findings*

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WORK PLAN FOR INSTRUCTIONAL MATERIALS REVIEWERS/CONTENT REVIEW EXPERTS 2014 MATHEMATICS ADOPTION

June 18-21, 2013	July 5, 2013	July 5–September 9, 2013	July 5–September 9, 2013	September 10-14, 2013
STEP 1 Training	STEP 2 Program Materials Arrive	INDEPENDENT REVIEW		STEP 4 Deliberations <i>Report of Findings</i>
		STEP 3A Education Content Review	STEP 3B Social Content Review	
Provide reviewers with the information needed to thoroughly and effectively evaluate the programs submitted by the publishers.	Program Materials assigned to each panel are delivered and inventoried by reviewers.	Each reviewer will conduct an independent review of the program materials using the State Board-approved Evaluation Criteria and the Standards and Criteria Maps provided by publishers.	Concurrent with education content review, reviewers conduct a review for social content, evaluating materials for compliance with the <i>Standards for Evaluating Instructional Materials for Social Content</i> .	Panels reconvene to discuss and come to consensus on whether each program should or should not be recommended for adoption. This recommendation is reflected in the panel's <i>Report of Findings</i> .
Step 1: Training Agenda <ul style="list-style-type: none"> • Day 1 Step 2: Program Materials Arrive Step 3A: Education Content Review: Overview of Criteria Step 4: Deliberations - Overview • Day 2 Step 3A: Education Content Review - Categories 1, 2, 3, 5, 6 Step 4: Deliberations - Categories 1, 2, 5, 6 • Day 3 Step 4: Deliberations - Category 3 Step 3A: Education Content Review - Category 4 Step 3B: Social Content Review • Day 4 Publisher Presentations Tools: <ul style="list-style-type: none"> • Evaluation Criteria • Practice Pieces • Standards and Criteria Maps • Sample Report Template • Training Binder 	Steps: <ul style="list-style-type: none"> • Unpack and inventory contents using enclosed submission list. • Call CDE within 10 days if any items on submission list are missing. • Contact publisher Technology Support Contact if you have problems accessing technology-based components. Tools: <ul style="list-style-type: none"> • Submission list of program components 	Steps: <ul style="list-style-type: none"> • Set a schedule, pace your review • Use Standards Maps to determine if the program is aligned with the standards <ul style="list-style-type: none"> ◦ Note where the standards are not covered • Use Criteria Maps guide to: <ul style="list-style-type: none"> ◦ Note where evaluation criteria have been met or not met ◦ Record/verify citations that: <ul style="list-style-type: none"> • Are exemplary but not exhaustive • Come from various grade levels and different but appropriate components ◦ Record edits/corrections ◦ Note potential questions for publishers Tools: <ul style="list-style-type: none"> • Evaluation Criteria • From Publisher: <ul style="list-style-type: none"> ◦ Program Description ◦ Standards Maps ◦ Criteria Maps • Submitted Instructional Materials 	Steps: <ul style="list-style-type: none"> • Review program for compliance with the <i>Standards for Evaluating Instructional Materials for Social Content</i>. • If not in compliance, fill out a Social Content Citation Form for each citation. Tools: <ul style="list-style-type: none"> • <i>Standards for Evaluating Instructional Materials for Social Content</i> • Social Content Citation Forms • Public Comment Forms 	Steps: <ul style="list-style-type: none"> • Set daily schedule (start, break, end times) • Initial tally of panel for each program • Develop publisher questions • In-depth discussion of program(s) • Publisher response to questions • Take public comment twice a day • Come to consensus • Write <i>Report of Findings</i> (include citations and edits and corrections) Tools: <ul style="list-style-type: none"> • Evaluation Criteria • Standards and Criteria Maps, Reviewer Notes • <i>Report of Findings</i> Template • Program Sign-Off Sheet



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Step 1: Training

Purpose: Provide reviewers with the information needed to thoroughly and effectively evaluate the submitted programs

Tools: Evaluation Criteria, Practice Pieces, Training Binder Materials

Outcome: Ability to review the instructional materials, reach consensus, and produce a *Report of Findings*

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Step 2: Program Materials Arrive

Purpose: Program materials assigned to each panel are delivered and inventoried by reviewers

Tools: Submission list of program components

Outcome: Unpacked and inventoried program materials

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Step 3: Independent Review

Purpose: To conduct an independent review of the program materials using the State Board-approved evaluation criteria and the standards maps provided by publishers

Tools: Evaluation Criteria, Standards Maps, Instructional Materials

Outcome: Evidence that supports a recommendation to approve or not approve the program

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Step 3: Independent Review

- The review will focus on:
 - Coverage of the Common Core State Standards and other Criteria Adopted by the State Board of Education
 - Social Content requirements in the *Education Code* and State Board guidelines
- Reviewers will have approximately 3 months to review their materials.

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Step 4: Deliberations

Purpose: Discuss and come to consensus on whether each program should or should not be recommended for adoption to the Instructional Quality Commission and the State Board of Education.

Tools: Standards Maps, Evaluation Criteria Maps, Reviewer Notes, Report Template

Outcome: *Report of Findings*

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Lunch



“The mind is not a vessel to be filled, but a fire to be kindled.”
— Plutarch

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Overview of the Common Core State Standards for Mathematics

The standards for mathematics:

- Are focused, coherent, and rigorous
- Stress conceptual understanding of key ideas
- Balance mathematical understanding and procedural skill
- Are internationally benchmarked

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Two Types of Interrelated Standards

- **Mathematical Practices**
(the same at every grade level)
- **Mathematical Content**
(different at each grade level)



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Standards for Mathematical Practice

Describe ways students engage with the subject matter
throughout the elementary, middle and high school years

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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Standards for Mathematical Content K–8

How the grade level standards are organized

• Standards • Clusters • Domains

Grade 4

Domain

Operations and Algebraic Thinking

4.OA

Cluster

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding and explain why a rounded solution is appropriate.

Standard

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*



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Grade-Level Overview

Grade 6 Overview

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



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CCSS Domains K–5

Domain	K	1	2	3	4	5
Counting and Cardinality (CC)	✓					
Operations and Algebraic Thinking (OA)	✓	✓	✓	✓	✓	✓
Number and Operations in Base Ten (NBT)	✓	✓	✓	✓	✓	✓
Measurement and Data (MD)	✓	✓	✓	✓	✓	✓
Geometry (G)	✓	✓	✓	✓	✓	✓
Number and Operations – Fractions (NF)				✓	✓	✓



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CCSS Domains 6–8

Domain	6	7	8
Ratios and Proportional Relationships (RP)	✓	✓	
The Number System (NS)	✓	✓	✓
Expressions and Equations (EE)	✓	✓	✓
Geometry (G)	✓	✓	✓
Statistics and Probability (SP)	✓	✓	✓
Functions (F)			✓

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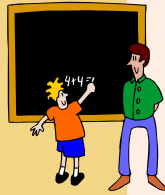
California Additions

- States allowed to add up to 15% to CCSS
- Senate Bill 1200
- In reviewer binder: changes approved at the January 16 State Board of Education meeting

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Develop Conceptual Understandings

- ☆ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.2)
- ☆ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (2.NBT.7)

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Emphasis on Fluency

- ☆ Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g. knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers. (3.OA.7)
- ☆ Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5)

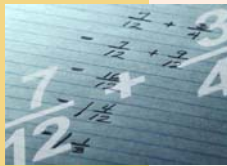
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A Focus on Fractions

☆ Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ **on the number line**. (3.NF.2.a)



☆ Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.* (5.NF.2)

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Science Education Mathematics

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Progressions Documents for the Common Core Math Standards

Funded by the Brookhill Foundation

Progressions

- Draft K-6 Progression on Geometry
- Draft K-5 Progression on Measurement and Data (measurement part)
- Draft K-5 Progression on Measurement and Data (data part)
- Draft K-5 Progression on Number and Operations in Base Ten
- Draft K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking
- Draft 3-5 Progression on Number and Operations—Fractions
- Draft 6-8 Progression on Statistics and Probability
- Draft 6-8 Progression on Expressions and Equations
- Draft 6-7 Progression on Ratios and Proportional Relationships
- Draft High School Progression on Statistics and Probability
- Draft High School Progression on Functions

Source: <http://ime.math.arizona.edu/progressions/>

Progressions Documents for the
Common Core Math Standards

Progressions

About this project

Working team


BROKERS OF EXPERTISE
 STATE OF CALIFORNIA DEPARTMENT OF EDUCATION

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Mathematics: Kindergarten through Grade Twelve (K–12) Standards for Mathematical Practice

Source: <http://myboe.org/portal/default/Content/Viewer/Content?action=2&scId=306591>

Provided by:


[California Common Core State Standards Professional Learning Modules](#)

Table of Contents

- Content Home ►
 - Welcome
 - Module Overview
 - Pre-Assessment
 - Unit 1: Teaching and Learning the Standards for Mathematical Practice
 - Unit 2: Overarching Habits of Mind: MP1 and MP6
 - Unit 3: Reasoning and Explaining (MP2 and MP3)
 - Unit 4: Modeling and Using Tools (MP4 and MP5)
 - Unit 5: Seeing Structure and Generalizing (MP7 and MP8)
 - Unit 6: Summary and Next Steps
 - Post-Assessment
 - Certificate of Completion
 - Glossary
 - Resources
 - Acknowledgements
 - Module Evaluation

[Summary / About](#)



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 Free resources useful for implementation this year

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Professional Development Modules

Ready-to-use toolkits for delivering professional development for the Common Core.

Each Module contains:

- Facilitator's Guide to delivering module
- PowerPoint Presentation
- Hands-on activities, including handouts
- Videos, web resources, and other materials

How to use these modules:
 These modules are intended for use by educators: in the delivery of professional development, in professional learning communities, or for individual learning.
[Read more](#)

Getting Started » [Why the Common Core?](#) 1 hour
 How these Standards are Different. [View Module](#) [Subscribe to Updates](#)

ELA / Literacy

Introduction to ELA / Literacy Shifts
 1-2 hours

A hands-on intro to the Literacy Shifts.

[View Module](#) [Subscribe to Updates](#)

Introduction to Literacy Shifts in Content Areas
 1-2 hours

For History/Social Studies, Science, and Technical Subjects.

Math

Introduction to Math Shifts 1-4 hours
 A hands-on intro to the Math Shifts.

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Deep Dive Into Math Shifts 1-4 hours
 Second in a series on the math shifts.

[View Module](#) [Subscribe to Updates](#)

Additional Resources

Instructional Leadership and the Common Core 1.5-4 hours
 Beginning the work of implementation.

[View Module](#) [Subscribe to Updates](#)

Source: <http://www.achievethecore.org/steal-these-tools/professional-development-modules>



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Grade Eight Mathematics

- The CCSS includes grade-level standards through grade eight.
- Local districts have several options for grade eight.
 - Grade Eight Common Core
 - Algebra I
 - Mathematics I
- Course models for Algebra I and Math I are based on Appendix A

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Grade Eight Mathematics

- Options for acceleration are included in Appendix A, the *Mathematics Framework*, and in the evaluation criteria for this adoption
- Publishers may but are not required to provide acceleration components as part of their programs
- All publishers of 6-8 materials must include readiness assessments

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High School Mathematics

The CCSS high school standards are organized in 6 conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling (*)
- Geometry
- Statistics and Probability



California additions:

- Advanced Placement Probability and Statistics
- Calculus

Modeling standards are indicated by a (*) symbol.

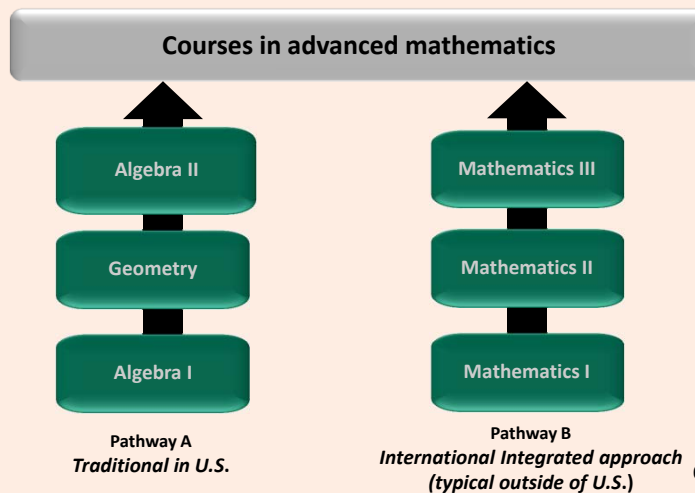
Standards necessary to prepare for advanced courses in mathematics are indicated by a (+) symbol.

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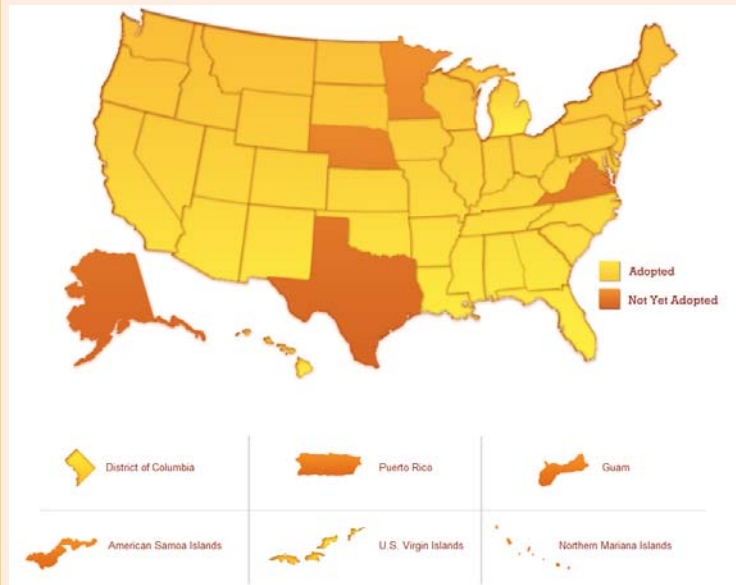
California Model Course Pathways for Mathematics



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Source: <http://www.corestandards.org/in-the-states>

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California and the Common Core State Standards

- June 2010: Release of the Common Core State Standards
- June - July 2010: Academic Content Standards Commission meets
- July 15, 2010: Standards recommended by the Commission to the State Board
- August 2, 2010: The State Board adopted the recommendation of the Commission
- January 16, 2013: The State Board modified the California additions to the CCSSM and adopted model courses for higher mathematics

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Common Core Implementation

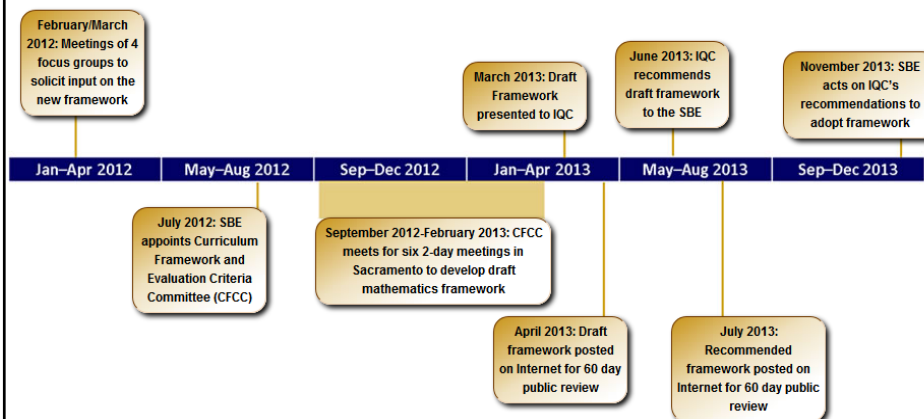
Frameworks and Instructional Materials

- Implementation Plan Is Underway
 - New frameworks and professional development modules (Assembly Bill 250)
 - New ELD standards (Assembly Bill 124)
 - Supplemental instructional materials (Senate Bill 140 and Assembly Bill 1719)
 - Mathematics adoption (Assembly Bill 1246)
- CDE's Common Core State Standards
Web Page: <http://www.cde.ca.gov/ci/cc/>

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Mathematics Framework Revision Timeline



Source: <http://www.cde.ca.gov/re/cc/t/l/2-math.asp>

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Common Core Implementation Assessment

- SMARTER Balanced Assessment Consortium (SBAC)
- California is a governing member of SBAC
- Implementation of new statewide assessments based on the CCSS: 2014–15 school year

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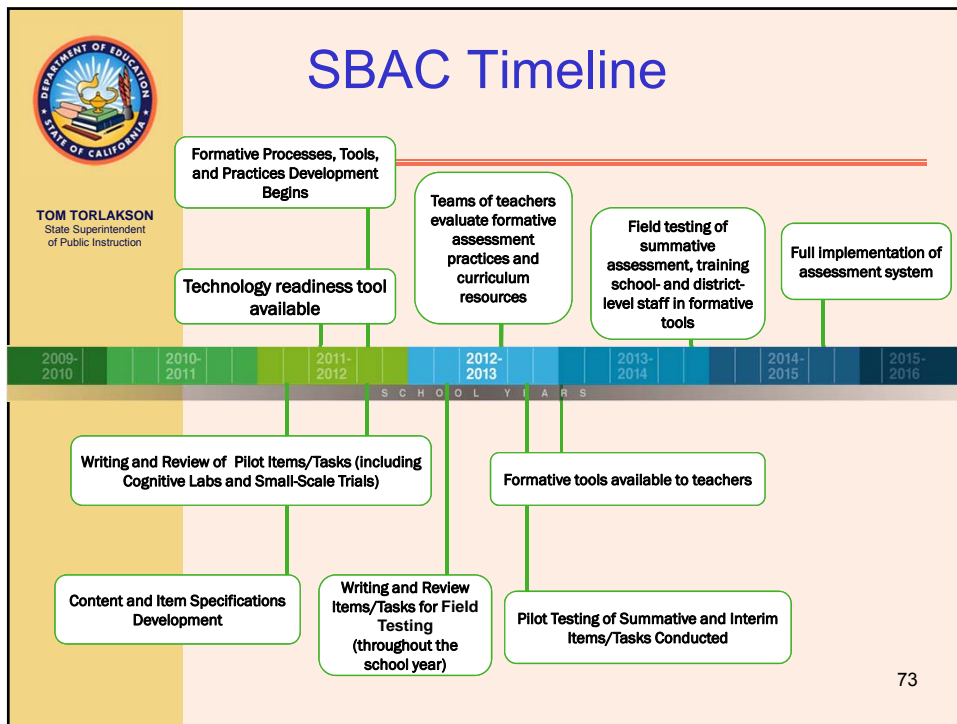


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SMARTER Balanced Assessment Consortium

- Consortium of 23 states
- SBAC's goals:
 - Online computer adaptive summative assessments in language arts and mathematics in grades three through eight and eleven
 - Optional interim and formative assessments that help teachers identify the specific needs of each student
 - An online tailored reporting system that supports educators
- CDE's SBAC Web page:
<http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>

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CCSS Implementation Timeline

Milestone	Math	ELA
State Board approves plan, timeline and criteria committee application	1/2012	5/2012
Field review of framework	3/2013	9/2013
State Board action on framework	11/2013	5/2014
Instructional materials submission (full adoption)	5/2013	TBD*
State Board approves materials	3/2014	TBD
Common core assessments	2014–15	2014–15

* Currently still under suspension under EC Section 60200.7 through July 1, 2015. Additional legislation will be required in order to begin work on a new language arts adoption prior to that date.

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Step 2: Program Materials Arrive

Purpose: Program materials assigned to each panel are delivered and inventoried by reviewers

Tools: Submission List

Outcome: Unpacked and inventoried program materials

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Step 2: Program Materials Arrive

- List of Panel/Program Assignments
- Deadline for receipt of mathematics program materials is July 5, 2013
- Program Distribution Bulletin – shipping information for the publishers

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Step 2: Program Materials Arrive Inventory

- Shipping and Item Labels
 - Publishers should clearly identify packages and components (e.g., Box 2 of 6)
 - Item labels: attached to item, not shrink wrap or packaging
- Minimal packing materials
- No charges for delivery
- Delivery and offloading are publishers' responsibility
- Technology hardware: provide for return shipping

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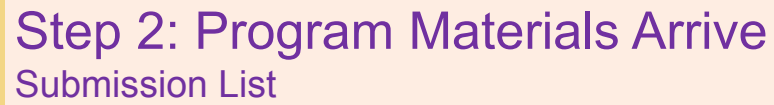


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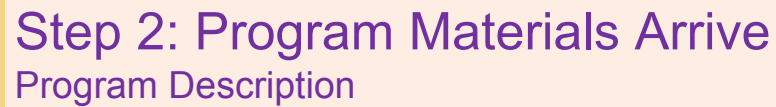
Step 2: Program Materials Arrive Inventory

- Inventory
 - Submission List
 - Brief narrative description
 - Standards Maps (digital and hard copy)
 - Instructional Materials
 - Optional: Computer Hardware

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* Indicates Required Information

[illegible]

- Narrative overview of the program
- Up to six pages, single-spaced
- Should include requirements for any technology components



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Step 2: Program Materials Arrive

Digital Submissions

- Digital submissions are acceptable
 - Publishers may submit materials on CD or DVD-ROM, flash drive, the Internet, or preinstalled on a laptop or other hardware device
 - CDE may request that the publisher provide unusual or uncommon hardware if needed to view materials

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Step 2: Program Materials Arrive

Technology Issues

- As part of your inventory, install any necessary software components, following publisher instructions.
- If you experience difficulty using any technology component:
 1. Call publisher's technology contact
 2. Call the CFIR publisher liaison
- Be sure to keep packing materials for any electronics hardware provided by the publisher; such items must be returned at the end of the review.

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Step 2: Program Materials Arrive

Mathematics Manipulative Kits:

- Publishers were directed in the *Publishers Invitation to Submit* to deliver one full set of any kit components to reviewers. There should be enough materials for you to conduct all required program activities.
- If the program contains redundant kit materials across grade levels you should only receive one of each item.

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Step 2: Program Materials Arrive

Practical Considerations

- Storage space/unpacking tools
- Inventory the materials within ten working days. Did everything arrive?
- Duplicate items

Report any problems to:
David Almquist
Publisher Liaison
(916) 319-0444
dalmquis@cde.ca.gov



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Step 3: Independent Review

Purpose: To conduct an independent review of the program materials

Tools: Evaluation Criteria (and Maps), Standards Maps, Social Content Standards, Instructional Materials

Outcome: Come to deliberations with a completed standards map, notes, social content citations (if any), and questions for the panel

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Standards Maps

- Standards maps are used by publishers to provide evidence for coverage of the Common Core State Standards in their instructional materials
- Publishers will submit both digital versions and hard copy of their standards maps

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Standards Maps

- Publishers must complete the California Standards Map form identifying how their programs submitted for adoption in the 2014 Mathematics Primary Adoption align with the *CCSSM*.
- The reviewers will validate the information to determine whether the submitted programs align with the standards.

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Standards Maps

- Standards maps include all grade level standards for grades K–8 or the course standards for Algebra 1/ Mathematics 1.
- Programs **must address all standards** at the relevant grade/ course
- Publishers complete the standards map(s) for the grades/courses that are pertinent to the submitted program(s).

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Standards Maps

Publisher:
Program Title:
Components:

STANDARDS

CITATIONS

REVIEWER COMMENTS

Common Core State Standards with California Additions¹
Standards Map for a Basic Grade-Level Program

Grade One Mathematics

Standard No.	Standard Language	Publisher Citations		Meets Standard		Reviewer Notes
		Primary Citations	Supporting Citations	Y	N	
	OPERATIONS AND ALGEBRAIC THINKING					
	Represent and solve problems involving addition and subtraction.					
1.OA.1.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.					
1.OA.2.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.					
	Understand and apply properties of operations and the relationship between addition and subtraction.					

¹ These standards were originally produced by the Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. California additions were made by the State Board of Education when it adopted the Common Core on August 2, 2010, and modified pursuant to Senate Bill 1200 located at <http://tinyurl.com/CASB1200> (Outside Source) on January 16, 2013. Additions are marked in bold and underlined.



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Standards Maps

Standard No.	Standard Language	Publisher Citations		Meets Standard
		Primary Citations	Supporting Citations	
	MATHEMATICAL PRACTICES			
MP 1.	Make sense of problems and persevere in solving them.			
MP 2.	Reason abstractly and quantitatively.			
MP 3.	Construct viable arguments and critique the reasoning of others.			
MP 4.	Model with mathematics.			
MP 5.	Use appropriate tools strategically.			
MP 6.	Attend to precision.			
MP 7.	Look for and make use of structure.			
MP 8.	Look for and express regularity in repeated reasoning.			
Appendix				



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Standards Maps

- Map Header

Publisher: ABC Mathematics Publishing
Program Title: ABC Common Core Mathematics for California
Components: Student Edition (SE), Teacher Wraparound Edition (TE), Student Workbook (SW)

Common Core State Standards with California Additions Standards Map for a Basic Grade-Level Program

Grade One – Mathematics

Standard No.	Standard Language	Publisher Citations		Meets Standard Y
		Primary Citations	Supporting Citations	
	OPERATIONS AND ALGEBRAIC THINKING			
	Represent and solve problems involving addition and subtraction.			
1 OA 1	Use addition and subtraction within 20 to			



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Standards Maps

- Publisher Citations
 - Provide evidence for the coverage of standards in the submitted program.
 - Every standard must be covered.
- **Primary Citations:** These are the places in the program where a specific standard is taught in-depth.
- **Supporting Citations:** These are places in the program where a specific standard is also taught, but it is not the primary emphasis of instruction.



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Standards Maps

Step 1 – Review Citations

Step 2 – Determine if Standard Met; Take Notes

Publisher: ABC Mathematics Publishing
Program Title: ABC Common Core Mathematics for California
Components: Student Edition (SE), Teacher Wraparound Edition (TE), Student Workbook (SW)

Standard No.	Standard Language	Publisher Citations		Meets Standard		For Reviewer Use Only
		Primary Citations	Supporting Citations	Y	N	Reviewer Notes
1.OA.3.	Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	SE/TE 71A-74B, 143A-146B, 411A-414B.	SE/TE 80-80A (Set D), 168-168A (Set A).	Y		The primary citations did not include citations for subtraction, but subtraction is covered in the text.
1.OA.4.	Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.</i>	SE/TE 83A-86B, 87A-90B, 91A-94B, 131A-134B.	SE/TE 95A-95B, 99A-102B, 116-116A (Sets A, B, D).		N	Subtraction is covered, but is not presented as an unknown-addend problem.
	Add and subtract within 20.					

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Standards Maps: Reviewer Comments

Publisher Citations		Meets Standard		For Reviewer Use Only
Primary Citations	Supporting Citations	Y	N	Reviewer Notes
SE/TE: 80-80A, 146B, 146B, 414B	SE/TE: 80-80A (Set D) 168-168A (Set A)	Y		The primary citations did not include citations for subtraction, but subtraction is covered in the text. Possible citations: SE/TE 84-84A; 156-157.
SE/TE: 95A-95B, 99A-102B, 116-116A, 134B,	SE/TE: 95A-95B, 99A-102B, 116-116A (Sets A, B, D)		N	Subtraction is covered, but is not presented as an unknown-addend problem.



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Standards Maps: Common Problems

- Unclear references
- Too many citations
- Not enough citations
- Inaccurate citations
- Not all parts of the standard addressed

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Evaluation Criteria Maps

- Provide evidence of coverage of each of the individual statements in the evaluation criteria

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Evaluation Criteria Maps

- Criteria Category 1: Programs must cover all criteria statements
- Criteria Categories 2-6: Programs must demonstrate strengths in each category

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Evaluation Criteria Maps

CRITERIA STATEMENTS **PUBLISHER CITATIONS** **REVIEWER COMMENTS**

2014 Mathematics Evaluation Criteria Map

Project Publisher Grade Level(s):

Category 1: Mathematics content/Alignment with the Standards
Mathematics materials should support teaching to the *Common Core State Standards for Mathematics with California Additions*. Instructional materials suitable for adoption must satisfy the following criteria:

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Reviewer Comments, Citations and Questions
	Primary	Supporting	Y	N	
1. The mathematics content is correct, factually accurate, and written with precision. Mathematical terms are defined and used appropriately. Where the standards provide a definition, materials use that as their primary definition to develop student understanding.					
2. The materials in basic instructional programs support comprehensive teaching of the <i>Common Core State Standards for Mathematics with California Additions</i> and include the standards for mathematical practice at each grade level or course.					
3. In any single grade in the kindergarten through grade eight sequence, students and teachers using the materials as designed spend the large majority of their time on the major work of each grade.					
4. Focus: In aligned materials there are no chapter tests, unit tests, or other assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.					



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Evaluation Criteria Maps

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
indicated grades.) If the materials address topics outside of the <i>Common Core State Standards for Mathematics with California Additions</i> , the publisher will provide a mathematical and pedagogical justification.	Publishers do not fill out shaded areas				
5. Focus and Coherence through Supporting Work: Supporting clusters do not detract from focus, but rather enhance focus and coherence simultaneously by engaging students in the major clusters of the grade.					
6. Rigor and Balance: Materials and tools reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by all of the following:					
a. Developing students' conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings, including connecting conceptual understanding to procedural skills.					
b. Giving attention throughout the year to individual standards that set an expectation of fluency.					
c. Allowing teachers and students using the materials as designed to spend sufficient time working with engaging applications, without losing focus on the major work of each grade.					
7. Consistent Progressions: Materials are consistent with the progressions in the					



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Evaluation Criteria Maps

Category Statement

Category 4: Universal Access

Students with special needs must be provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials should provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Comprehensive guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students. Strategies may include:					
<ul style="list-style-type: none"> Working with students' misconceptions to strengthen their conceptual understanding. Intervention strategies that describe specific ways to address the learning needs of students using rich problems that engage them in the mathematics reviewed and stress conceptual development of topics rather than focusing only on procedural skills. Suggestions for reinforcing or expanding the curriculum. Additional instructional time and additional practice, including specialized teaching methods or materials and accommodations for students with special needs. Help for students who are below grade level, including more explicit explanations. 					

Read language carefully; note "may include" here (bullets are examples, not a checklist)



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Evaluation Criteria Maps

Grade Level(s): K-5

Category 1: Mathematics content/Alignment with the Standards

Mathematics materials should support teaching to the *Common Core State Standards for Mathematics with California Additions*. Instructional materials suitable for adoption must satisfy the following criteria:

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. The mathematics content is correct, factually accurate, and written with precision. Mathematical terms are defined and used appropriately. Where the standards provide a definition, materials use that as their primary definition to develop student understanding.	Grade 1: SE/TE 71A-74B Grade 2: 143A-146B Grade 3: 411A-414B	Grade 5: SE/TE 80-80A (Set D) Grade 6: 168-168A (Set A)	Y		See attached list of minor edits and corrections. Other good citations include Grade 4: SE/TE 203-212 and 226-231A. The Grade 3 citation does not use an accurate definition of "decomposing" (see below) but overall the criterion is met.
2. The materials in basic instructional programs support comprehensive teaching of the <i>Common Core State Standards for Mathematics with California Additions</i> and include the standards for mathematical practice at each grade level or course.	Grade K: SE/TE 14-22 Grade 1: SE/TE 13-16, 24-26 Grade 3: SE/TE 83A-86B Grade 4: 87A-90B Grade 5: 91A-94B 131A-134B. See Standards Maps for a full list of citations.	All Grades: "Connecting Practices" section (e.g., Grade 2, TE 15A; Grade 4, TE 144A-B).		N	The following standards were not met: Grade 1: OA-3 Grade 3: NF-2b, MD-7c, MD-7d Grade 5: NF-2, MD-1 In 3 MD-7c and 7d, area of rectangles is covered, but the program does not use tiling or decomposing figures to explain area calculations. In 5 NF-2, students solve fraction problems but do not use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3. In any single grade in the kindergarten	SE/TE 71A-74B, 143A-	SE/TE 80-80A (Set D), 168-	Y		Unit Organizer clearly shows



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Criterion Met?		CRE/IMR Comments, Citations, and Questions
Y	N	
Y		See attached list of minor edits and corrections. Other good citations include Grade 4: SE/TE 203-212 and 226-231A. The Grade 3 citation does not use an accurate definition of "decomposing" (see below) but overall the criterion is met.
	N	The following standards were not met: Grade 1: OA-3 Grade 3: NF-2b, MD-7c, MD-7d Grade 5: NF-2, MD-1 In 3 MD-7c and 7d, area of rectangles is covered, but the program does not use tiling or decomposing figures to explain area calculations. In 5 NF-2, students solve fraction problems but do not use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

The more information you can include in your notes, the better.

Your notes will be the basis for the panel discussions at the September deliberations.

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- Publishers will submit criteria maps with standards maps and instructional materials samples (by July 5, 2013)
- Publishers will submit maps in hard copy and digital copy (on CD-ROM or flash drive)
- Keep maps in Microsoft Word format (save as .doc, not .docx)

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Reviewer Notes

- Standards Maps
- Evaluation Criteria Maps
- Tally Sheets
- Social Content Citations
- List of Edits/Corrections
- Other Notes
- Your notes are your personal property

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Overview of the Evaluation Criteria

Criteria for Evaluating Mathematics Instructional Materials for Kindergarten through Grade Eight

- Adopted **January 16, 2013**
- Specifies requirements for instructional materials for the 2014 Mathematics Adoption
- Online at: www.cde.ca.gov/ci/ma/im/

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Evaluation Criteria

Supporting Documents

There are number of supportive and advisory documents that are available to define the depth of instruction necessary to support the focus, coherence, and rigor of the standards.

- *Progressions Documents for Common Core Math Standards* (<http://ime.math.arizona.edu/progressions/>)
- *PARCC Model Content Frameworks* (www.parcconline.org)
- *Smarter Balanced test specifications* (www.smarterbalanced.org)
- *The Illustrative Mathematics Project*, (<http://illustrativemathematics.org/>)
- Draft chapters of *California Mathematics Curriculum Framework*.

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Evaluation Criteria

Remember: This adoption is based on the Common Core State Standards for Mathematics with California Additions as adopted by the State Board of Education on January 16, 2013!

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Criteria – Standards

- The standards are organized by grade-level in kindergarten through grade eight and by conceptual categories for higher mathematics.
- For this adoption, the standards for higher mathematics are organized into model courses.
- Content and mathematical practice standards are intertwined throughout.

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Criteria Emphases

The evaluation criteria place a great deal of emphasis on three key elements of the Common Core State Standards

- Focus: Place strong emphasis where the standards focus.
- Coherence: Think across grades and link to major topics in each grade.
- Rigor: Address conceptual understanding, procedural skills / fluency, and applications with equal intensity.

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Criteria – Program Types

- Basic Grade-level (K–8)
- Algebra 1
- Mathematics 1
- Standards are organized by grade level (K–8) or by course (Algebra 1 and Mathematics 1)
- Submissions must cover a minimum of one grade level; partial programs will not be considered

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Criteria – 6 Categories

1. Mathematics Content / Alignment with the Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning
6. Teacher Support

Different from past adoptions
(6 categories instead of 5).

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Criteria – Significance

To be adopted, programs must:

- Meet all criteria in Category 1 in the core materials or via primary means of instruction, rather than in ancillary components.
- Have strengths in each of Categories 2 – 6.

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Overview of the Evaluation Criteria

Category 1: Mathematics Content/ Alignment to the Common Core State Standards

- Mathematics materials support teaching to the *Common Core State Standards for Mathematics with California Additions*.
- Materials must cover the standards fully, including the Mathematical Practices standards.
- All criteria statements in this category must be met.

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Overview of the Evaluation Criteria

Category 2: Program Organization

- The organization and features of the instructional materials support instruction and learning of the Standards.
- Teacher and student materials include such features as lists of the standards, chapter overviews, and glossaries.
- Instructional materials must have strengths in this category to be considered suitable for adoption.

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Overview of the Evaluation Criteria

Category 3: Assessment

- Instructional materials should contain strategies and tools for continually measuring student achievement.
- Assessments are used to gather information about student learning and to address student misunderstandings.
- Assessments provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding.
- Instructional materials must have strengths in this category to be considered suitable for adoption.

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Overview of the Evaluation Criteria

Category 4: Universal Access

- Students with special needs must be provided access to the same standards-based curriculum that is provided to all students, including:
 - English learners
 - Advanced learners
 - Students below grade level in mathematical skills
 - Students with disabilities
- Instructional materials must have strengths in this category to be considered suitable for adoption.

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Overview of the Evaluation Criteria

Category 5: Instructional Planning

- Instructional materials must contain a clear road map for teachers to follow when planning instruction.
- Instructional materials must have strengths in this category to be considered suitable for adoption.

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Overview of the Evaluation Criteria

Category 6: Teacher Support

- Instructional materials should be designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified in the standards.
- Instructional materials must have strengths in this category to be considered suitable for adoption.

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Meeting the Criteria

- Use your professional judgment
- Be prepared for panel discussion at deliberations
- Make thorough notes

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Evaluation Criteria

Activity

- We'll show you some hypothetical program components that a publisher could include in a program
- In panels, discuss which criteria category each component could help address
- Some components may address multiple categories
- Example: "Scaffolding Questions" component in TE wraparound

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Evaluation Criteria

Components List

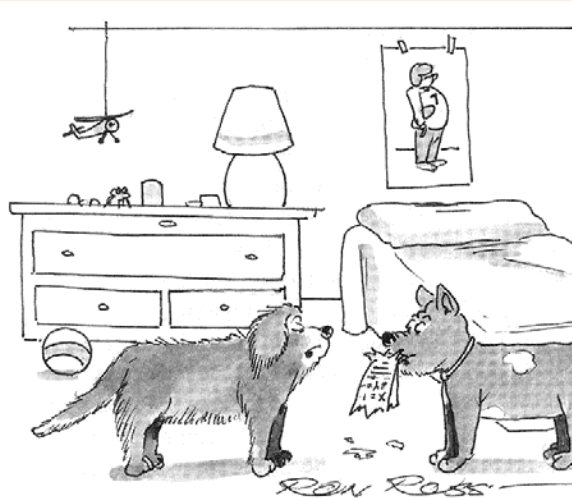
- Chapter Pretests
- Enrichment Support Blackline Masters
- Unit Planning Guide
- English Learner Support Guide
- Leveled Lesson Resources
- Online Problem Sets
- Intervention Kit
- Standards Alignment Chart
- Formative Assessments

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Break



"No thanks, I never eat algebra. It upsets my stomach."

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Step 4: Deliberations

Purpose: Discuss and come to consensus on whether each program should or should not be recommended for adoption to the Instructional Quality Commission and the State Board of Education.

Tools: Standards Maps, Evaluation Criteria Maps, Reviewer Notes, Report Template

Outcome: *Report of Findings*

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Step 4: Deliberations

Participant Responsibilities

- **Facilitators**

- Members of the Instructional Quality Commission and other individuals approved by the State Board of Education
- Facilitate the review panel to ensure that the panel is focused, follows procedures, and completes its assignment

- **CDE Staff**

- Provide support to the review panels
- Provide technical assistance throughout the process to reviewers, facilitators, and publishers

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Step 4: Deliberations

Participant Responsibilities

- **Reviewers**

- Panel members review materials for alignment to the evaluation criteria, including standards coverage and social content.

- **Content Experts**

- Evaluate materials just like other reviewers, but also provide their expertise to help ensure that content is accurate and based on current research in the field. They serve as a resource for the review panels.

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Step 4: Deliberations

Participant Responsibilities

- **Publishers**

- Provide materials for deliberations
- Audience member when the panel is discussing the program during deliberations
- Can provide clarification to panels during public comment periods

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Step 4: Deliberations

Consensus Building

What is Consensus?

Consensus is defined as a general agreement, a judgment arrived at by most of those concerned.

Merriam-Webster's Collegiate Dictionary, Tenth Edition

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Step 4: Deliberations

Consensus Building

- Consensus represents a general feeling of agreement.
- Each member of the panel can support the panel's collective evaluation of the program.
- Consensus is not one person's view, it is the collective judgment of the whole group, based upon the evidence.

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Step 4: Deliberations

Consensus Building

- Focus discussion on the criteria and the evidence that demonstrate a program's alignment to the criteria.
- Encourage active participation of everyone.
- Active listening to understand different view points.
- Do not allow emotions that may arise to block discussion

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State Superintendent
of Public Instruction

Step 4: Deliberations

Schedule of Deliberations

DAY 1

- General Session
- Panels meet in assigned rooms for the rest of the week
- Initial tallies of independent reviewer findings
- Panel develops and submits questions for publishers
- Begin in-depth panel discussion of the programs
- Public comment

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State Superintendent
of Public Instruction

Step 4: Deliberations

Schedule of Deliberations

DAY 2

- Continue in-depth panel discussion of programs
- Publishers respond to questions
- Public comment

DAY 3

- Continue in-depth panel discussion of programs
- Panels begin writing *Report of Findings* for each program
- Public comment

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Step 4: Deliberations

Schedule of Deliberations

DAY 4-5 (if needed)

- Panels complete *Report of Findings* for each program
- Sign-off on each report
- Public comment

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Step 4: Deliberations

Overview of Process

1. General Session
2. Panel Setup
3. Initial Tally on Each Program
4. Develop Questions for Publishers
5. In-Depth Discussion
6. Public Comment

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Step 4: Deliberations

Overview of Process

7. Report Writing

- a. Develop Recommendation
- b. Write Criteria Statements
- c. Gather Citations
- d. Group Reads
- e. Verify Citations
- f. Submit Draft

8. Panel Sign-Off

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State Superintendent
of Public Instruction

Step 4: Deliberations

General Session

- Objective: Quick Refresher on Criteria, Process
- Update on Administrative Matters
- Quick Touch-Base

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Step 4: Deliberations Panel Setup

TOM TORLAKSON
State Superintendent
of Public Instruction

- Select Panel Timekeeper, Recorder
- Establish Panel Schedule
- Get Notes, Materials Ready for Deliberations

Category 1: Mathematics content Alignment with the Standards

Mathematics materials should support teaching to the Common Core State Standards for Mathematics with California Additions. Instructional materials suitable for adoption must satisfy the following criteria:

Mathematics Content Alignment with the Standards	Primary	Supporting	Criterion Met?	Comments
1. The mathematics content is correct, factually accurate, and written with precision. Mathematical terms are defined and used appropriately. Where the standards provide a definition, materials use that as their primary definition to develop student understanding.	Grade 1 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38, 1.39, 1.40, 1.41, 1.42, 1.43, 1.44, 1.45, 1.46, 1.47, 1.48, 1.49, 1.50, 1.51, 1.52, 1.53, 1.54, 1.55, 1.56, 1.57, 1.58, 1.59, 1.60, 1.61, 1.62, 1.63, 1.64, 1.65, 1.66, 1.67, 1.68, 1.69, 1.70, 1.71, 1.72, 1.73, 1.74, 1.75, 1.76, 1.77, 1.78, 1.79, 1.80, 1.81, 1.82, 1.83, 1.84, 1.85, 1.86, 1.87, 1.88, 1.89, 1.90, 1.91, 1.92, 1.93, 1.94, 1.95, 1.96, 1.97, 1.98, 1.99, 2.00, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32, 2.33, 2.34, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.45, 2.46, 2.47, 2.48, 2.49, 2.50, 2.51, 2.52, 2.53, 2.54, 2.55, 2.56, 2.57, 2.58, 2.59, 2.60, 2.61, 2.62, 2.63, 2.64, 2.65, 2.66, 2.67, 2.68, 2.69, 2.70, 2.71, 2.72, 2.73, 2.74, 2.75, 2.76, 2.77, 2.78, 2.79, 2.80, 2.81, 2.82, 2.83, 2.84, 2.85, 2.86, 2.87, 2.88, 2.89, 2.90, 2.91, 2.92, 2.93, 2.94, 2.95, 2.96, 2.97, 2.98, 2.99, 3.00, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.07, 3.08, 3.09, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50, 3.51, 3.52, 3.53, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.75, 3.76, 3.77, 3.78, 3.79, 3.80, 3.81, 3.82, 3.83, 3.84, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90, 3.91, 3.92, 3.93, 3.94, 3.95, 3.96, 3.97, 3.98, 3.99, 4.00, 4.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 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6.00, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 6.07, 6.08, 6.09, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23, 6.24, 6.25, 6.26, 6.27, 6.28, 6.29, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38, 6.39, 6.40, 6.41, 6.42, 6.43, 6.44, 6.45, 6.46, 6.47, 6.48, 6.49, 6.50, 6.51, 6.52, 6.53, 6.54, 6.55, 6.56, 6.57, 6.58, 6.59, 6.60, 6.61, 6.62, 6.63, 6.64, 6.65, 6.66, 6.67, 6.68, 6.69, 6.70, 6.71, 6.72, 6.73, 6.74, 6.75, 6.76, 6.77, 6.78, 6.79, 6.80, 6.81, 6.82, 6.83, 6.84, 6.85, 6.86, 6.87, 6.88, 6.89, 6.90, 6.91, 6.92, 6.93, 6.94, 6.95, 6.96, 6.97, 6.98, 6.99, 7.00, 7.01, 7.02, 7.03, 7.04, 7.05, 7.06, 7.07, 7.08, 7.09, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.24, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 7.31, 7.32, 7.33, 7.34, 7.35, 7.36, 7.37, 7.38, 7.39, 7.40, 7.41, 7.42, 7.43, 7.44, 7.45, 7.46, 7.47, 7.48, 7.49, 7.50, 7.51, 7.52, 7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.64, 7.65, 7.66, 7.67, 7.68, 7.69, 7.70, 7.71, 7.72, 7.73, 7.74, 7.75, 7.76, 7.77, 7.78, 7.79, 7.80, 7.81, 7.82, 7.83, 7.84, 7.85, 7.86, 7.87, 7.88, 7.89, 7.90, 7.91, 7.92, 7.93, 7.94, 7.95, 7.96, 7.97, 7.98, 7.99, 8.00, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06, 8.07, 8.08, 8.09, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, 8.19, 8.20, 8.21, 8.22, 8.23, 8.24, 8.25, 8.26, 8.27, 8.28, 8.29, 8.30, 8.31, 8.32, 8.33, 8.34, 8.35, 8.36, 8.37, 8.38, 8.39, 8.40, 8.41, 8.42, 8.43, 8.44, 8.45, 8.46, 8.47, 8.48, 8.49, 8.50, 8.51, 8.52, 8.53, 8.54, 8.55, 8.56, 8.57, 8.58, 8.59, 8.60, 8.61, 8.62, 8.63, 8.64, 8.65, 8.66, 8.67, 8.68, 8.69, 8.70, 8.71, 8.72, 8.73, 8.74, 8.75, 8.76, 8.77, 8.78, 8.79, 8.80, 8.81, 8.82, 8.83, 8.84, 8.85, 8.86, 8.87, 8.88, 8.89, 8.90, 8.91, 8.92, 8.93, 8.94, 8.95, 8.96, 8.97, 8.98, 8.99, 9.00, 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15, 9.16, 9.17, 9.18, 9.19, 9.20, 9.21, 9.22, 9.23, 9.24, 9.25, 9.26, 9.27, 9.28, 9.29, 9.30, 9.31, 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10.84, 10.85, 10.86, 10.87, 10.88, 10.89, 10.90, 10.91, 10.92, 10.93, 10.94, 10.95, 10.96, 10.97, 10.98, 10.99, 11.00, 11.01, 11.02, 11.03, 11.04, 11.05, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13, 11.14, 11.15, 11.16, 11.17, 11.18, 11.19, 11.20, 11.21, 11.22, 11.23, 11.24, 11.25, 11.26, 11.27, 11.28, 11.29, 11.30, 11.31, 11.32, 11.33, 11.34, 11.35, 11.36, 11.37, 11.38, 11.39, 11.40, 11.41, 11.42, 11.43, 11.44, 11.45, 11.46, 11.47, 11.48, 11.49, 11.50, 11.51, 11.52, 11.53, 11.54, 11.55, 11.56, 11.57, 11.58, 11.59, 11.60, 11.61, 11.62, 11.63, 11.64, 11.65, 11.66, 11.67, 11.68, 11.69, 11.70, 11.71, 11.72, 11.73, 11.74, 11.75, 11.76, 11.77, 11.78, 11.79, 11.80, 11.81, 11.82, 11.83, 11.84, 11.85, 11.86, 11.87, 11.88, 11.89, 11.90, 11.91, 11.92, 11.93, 11.94, 11.95, 11.96, 11.97, 11.98, 11.99, 12.00, 12.01, 12.02, 12.03, 12.04, 12.05, 12.06, 12.07, 12.08, 12.09, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 12.22, 12.23, 12.24, 12.25, 12.26, 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TOM TORLAKSON
State Superintendent
of Public Instruction

Step 4: Deliberations

Publisher Questions

- Each panel will develop publisher questions the first day of deliberations.
- Panel members should write up possible publisher questions on their standards and criteria maps while conducting their independent review.
- Publishers will respond to the panel's questions on the second day of deliberations.

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Step 4: Deliberations

Publisher Questions

- Questions should:
 - Be tied to the Evaluation Criteria or the Standards
 - Help you understand the program, how it operates, or how it meets the criteria.
 - Be open-ended and clearly stated so as not require interpretation.
 - Be phrased to invite clarification and not argumentative.

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Step 4: Deliberations

Publisher Questions

Examples:

- Instead of:

- *Why didn't you include a list of the Common Core mathematics standards in the teacher's guide as required in the criteria?*

- You could ask:

- *Where in the teacher's guide does your program provide a checklist of Common Core mathematics standards with page number references as required in Category 2 Criterion 1?*

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Step 4: Deliberations

In-Depth Discussion

- Panel discussion of each criterion
 - Focus on those areas where there was disagreement on the initial tally
- Come to consensus
 - Criteria “met” or “not met”
- Identify supporting citations
- Successful deliberations depend upon the ability of each panel to reach consensus

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Step 4: Deliberations

Public Comment

- Public comment should be scheduled at least twice a day for each panel
- Public comment gives members of the public an opportunity to respond to panel discussions, clarify a point, correct a reference, etc.
- Members of the public should notify the facilitator during a break in the deliberations session that they would like to speak
- The facilitator may limit each speaker's time if there are more people who want to speak than time available

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Step 4: Deliberations

Report of Findings

- Major outcome of your work
- One report for each program
- Public documents and part of the public record
- Includes citations that support the recommendation (meets or does not meet criteria)
- Audience is the Instructional Quality Commission and the State Board of Education

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Step 4: Deliberations

Report of Findings

- Program is recommended or not recommended:
 - Report must include evaluation-criteria-based reasons justifying the recommendation
 - All criteria in Category 1 must be met for a program to be recommended
 - Program must have strengths in Categories 2 through 6
 - Provide supporting citations

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Step 4: Deliberations

Report of Findings

- Developing the Report of Findings
 - Panels discuss and draft a report for each program reviewed
 - Verify that the report accurately reflects the discussion and consensus
 - Verify accuracy of citations

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Step 4: Deliberations

Report Writing

- Guidelines for Report Writing:
 - Use terminology consistent with the evaluation criteria and standards
 - Avoid pejorative comments that may lend an unprofessional tone (e.g., this is lousy, ridiculous)
 - Avoid opinion statements
 - Avoid absolute terms (e.g. always, never)
 - Be concise, use short sentences that are clear and to the point
 - Ensure that citations are accurate and support the recommendation

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These sections are
filled in for you

REVIEW PANEL ADVISORY RECOMMENDATION 2014 MATHEMATICS ADOTION

Publisher: 123 Publishing
Title of Program: 123 Common Core Mathematics
Grade Level: Grade 6-8

Program Summary

123 Common Core Mathematics includes a student edition (SE), teacher edition (TE), Teacher Resource CD-ROM (CD), Student Practice Book (WB), and Assessment Book (AB).

Recommendation

This program is recommended for adoption because it is aligned with the Common Core State Standards and meets the rest of the evaluation criteria approved by the State Board of Education for this adoption. Edits and corrections required as a condition of adoption are listed under the "Edits and Corrections" section of the report below.

Recommendation

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Step 4: Deliberations

Report Writing: Recommendation

The panel must chose one of the following recommendations to include in their report.

- 1. Adopt the program as submitted***
- 2. Adopt the program with minor corrections or edits, and/or social content citations***
- 3. Adopt the program for a narrower range of grade levels.***
- 4. Not adopt the program***

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Step 4: Deliberations

Report Writing: Recommendation

Reasons to Keep It Simple

1. Readers of the report may infer conclusions that are neither intended by the panels nor supported by the facts.
2. Sentences may be taken out of context in local selection processes, or in public discourse.
3. The process ultimately results in advice regarding the program.

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Declarative
Statement

Supporting
Citations

REVIEW PANEL ADVISORY RECOMMENDATION 2014 MATHEMATICS ADOPTION

Category 1: Mathematics Content / Alignment to Standards

The program supports teaching to the Common Core State Standards for Mathematics, and covers all of the evaluation criteria in category 1.

Citations:

- Criterion #1: Grade 6: SE/TE pp. 18-19, 22; TRG p. 11.
- Criterion #2: Grade 7: SE/TE pp. 55-58, 109-112, 115a.
- Criterion #3: Grade 8: SE/TE pp. 76-78; TRG p. 45B; WB p. 212.

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Declarative
Statement

Supporting
Citations

REVIEW PANEL ADVISORY RECOMMENDATION 2014 MATHEMATICS ADOPTION

Category 1: Mathematics Content / Alignment to Standards

The program does not provide coverage of all of the Common Core State Standards. The standards listed below are not covered.

Citations:

- **Criterion #2, Standards Not Met:**
 - 6 NS-7d: SE/TE pp. 18-19, 22; TRG p. 11.
 - 6 EE-5: SE/TE pp. 55-58, 109-112, 115a.
 - 7 RP-2b: SE/TE pp. 76-78; WB p. 212.

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Step 4: Deliberations

Report Writing: Criteria Statements and Supporting Citations

Citations

1. For citations supporting a statement that a criterion is met: exemplars that clearly demonstrate coverage.
2. For citations supporting a statement that a criterion is not met: show where in the program a criterion should have been met (i.e., missed opportunities), or where coverage was attempted but was insufficient to meet the criterion.
3. Try to select citations from a range of grade levels within the program.
4. Four to six citations per criterion are usually sufficient; you may need more to justify a “not met” finding.

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Step 4: Deliberations

Report Writing: Criteria Statements and Supporting Citations

Special Cases

1. Accuracy (Criteria Category 1, Criterion 1): Edits and corrections are listed at the end of the report. If a program contains pervasive errors and inaccuracies that cannot be rectified without extensive revision, then the program does not meet Criterion #1.
2. Standards Alignment (Criteria Category 1, Criterion 2): If any standards are found to be not met, those standards should all be listed with citations for each.

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Step 4: Deliberations

Edits and Corrections

- Reviewers should note errors in the materials as they are reviewing them, and bring a list of proposed edits and corrections to deliberations
- The panel must agree upon the full list of edits before it is incorporated into the *Report of Findings*
- Each edit should include:
 - A clear reference to the component and page number/location in the materials;
 - The current language, noting the error;
 - The proposed correction

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Step 4: Deliberations

Edits and Corrections

- Edits and corrections should be minor; it is not the job of the reviewers to rewrite the program
- Examples of edits and corrections:
 - Inexact language and imprecise definitions
 - Mistaken notations
 - Mislabeling of pictures, objects, animal, plant, etc.
 - Misspellings or grammatical errors
 - Computational errors and examples
- If a program has major problems that require significant changes, it should not be recommended

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Step 4: Deliberations

Edits and Corrections

- Examples of major revisions beyond the scope of the edits and corrections process:
 - Revising the program to meet the criteria and standards
 - Rewriting of a chapter or section
 - Adding new content
 - Moving materials from one grade level to another
 - Incorrect data, including definitions and factual errors that require content experts to review the materials prior to approval

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Step 4: Deliberations

Edits and Corrections

Examples of the Edits and Corrections Format:

1. Grade 3, SE/TE p. 200: “resolutin” should be “resolution.”
2. Grade 4, WB p.23: In the problem set, “List all the numerators,” should read “List all the denominators.”
3. Grade 5, WB p. 17: The number 7 is skipped in the list of practice problems.
4. Grade 6, TE p. 231: Current reference to “Workbook page 58,” should read “Workbook page 56.”

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Homework – Day 1

- Read the **Practice Piece** in your binder.

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Review Agenda for Day Two – Wednesday, June 19

Morning Session

- Education Content Review and Deliberations – Criteria Category 1
- Education Content Review – Criteria Categories 2, 5, and 6

Afternoon Session

- Deliberations – Criteria Categories 2, 5, and 6
- Education Content Review – Category 3

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Questions & Answers

Commissioners and CFIR Staff
respond to your questions

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Public Comment

Would any members of the public
like to speak?

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Adjournment

- We would like to hold separate brief meetings with content review experts and publisher representatives immediately following adjournment of the training.

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Session Adjourned

